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This two-part report is an outgrowth of a 1964 conference of 27 high school and university faculty members involved in the State University of New York at Buffalo (SUNYAB) teacher education program, which is part of Inter-University Project I. Part 1 is a preconference position paper by Charles R. Fall, School of Education, SUNYAB, related to the overall theme of Project I, which places the focus of teacher education in the local school, emphasizing cooperation between universities, within the university, and with public schools. Sections on objectives discuss the idea of education as a process rather than an end and the importance of unifying and integrating various program components. Other sections describe the SUNYAB program in which theory-practice integration is sought through a pattern of professional field experiences in teaching center schools from the freshman through the fifth year. Part 2 is a resume of the recommendations and conclusions developed by the conference to foster a "clinical team" approach in three program areas: content, integration or theory and practice, and screening criteria. Appended is a more detailed description of the design of the five-year SUNYAB program including background of the Four-University Project and a summary of some of its apparent outcomes, particularly in the field-based independent study program. (JS)

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FOCUSING TEACHER PREPARATION

in

TEACHING CENTER SCHOOLS

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CONTENTS

Part I, Focusing Preparation in Teaching Center Schools 1

Part II, Topics for Discussion 7

Appendix A, A Design for Preparing Teachers 13

Appendix B, List of Conference Participants 18

FOREWORD

The development of the Teacher Education Program of the Inter-University Project I at the State University of New York at Buffalo sponsored in part with funds from the Ford Foundation, emphasized the need for communication and coordination among faculty members at both the University and local secondary schools. We rapidly learned that in teacher education theory cannot be divorced from practice. The brief report that follows summarizes an attempt on the part of university and high school faculty members involved in this project to think through some common questions related to working together for the improvement of teacher education.

In April, 1964, a conference was held to explore the belief that better teacher education would result if both theory and practice were emphasized by university and secondary school personnel as they worked together to form a "clinical team."

Approximately one year before the conference, many informal discussions were held by university and high school personnel. Numerous questions were asked regarding the feasibility of improving the coordination and communication among teacher educators who in many instances did not see one another simply because one group worked on the campus and the other worked in the local high school. Since the basic plan for preparing teachers in Project I at State University of New York at Buffalo over a five-year collegiate span focused on the teaching center schools, sincere thinking was given to the "clinical team" approach to the professional preparation of teachers.

In order to explore and develop this concept, three decisions were made. First, the high school teachers involved in the project (hereafter called the Associates in Teacher Education, or ATE's) asked that the University faculty develop a position paper elaborating on the point of view that the focus on teacher education should be in the local school. Second, the Associates in Teacher Education in each of the three teaching centers identified questions which, in their opinion, should be discussed and answered. Third, a conference was held in order to define a series of recommendations which might foster the "clinical team" approach.

What follows is a two-part report. Part I is the position paper related to the over-all theme of Project I prepared by Dr. Charles R. Fall of the School of Education, State University of New York at Buffalo. Part II is a resumé of the recommendations and conclusions related to three basic questions which were posed by the Associates in Teacher Education and discussed at a conference held on the campus April 17, 1964.

Robert S. Harnack
Director, Project I

May, 1965

Part I

Focusing Preparation in Teaching Center Schools

Innovations for programs for preparing teachers must be grounded in the realities of professional work. They must, however, not be circumscribed by present practice for the challenges of the future demand a breadth of view and a sensitivity to a changing cultural climate which could not be fostered through a cloistered experience in patterns as they exist. This seeming paradox -- a need to root preparation experiences in the practical affairs of the moment and the implications of a changing universe for inculcation of new ideas and practices in teaching -- provides not an insurmountable complication. Rather it presents the matrix out of which inspired programs can and must evolve.

An effort has been made to organize a program which is based upon these factors in the Four-University Project in Teacher Education. Its primary purpose is to focus preparation activities in teaching center schools using the classroom laboratories in which apprentices are participating as the main crucible out of which learning experiences can be constructed. A discussion of this approach would appear warranted in light of the tremendous implications suggested for the preparation of effective teachers.

Purpose of a Program of Preparation

Fundamentally there is little question about the major purpose of a program of preparation for teachers. Its fundamental aim is to provide the sorts of experiences which will insure competent professionals in the classrooms of our culture. There is difference of opinion however concerning the interpretation of "competence" and the means by which a program can best insure it in those being prepared for professional service.

Perhaps the greatest handicap in designing teacher education programs is the force of tradition which lays like a heavy hand over professional activity. This is particularly difficult to overcome as plans emerge for new approaches, yet by prudent planning innovations can be introduced which result in impacts of great significance.

One of the major obstacles flowing out of traditional practices is the tendency to view preparation in a constricted and restricted sense. Students are expected to spend a considerable period of time in an isolated environment being prepared for their service in the professional arena. College and University programs have tended to become shut off from the affairs of practical and on-going activity in the schools for which they are preparing individuals. True, many contacts remain, but these are commonly of an artificial and cursory nature.

Accompanying such a thesis there has been the conviction that preparation for professional service is actually a process of transmitting to the novice the knowledge which is assumed to be necessary. When it is demonstrated that the required facts and information (knowledge) have been acquired -- through accumulation of the required course-credits, passing the necessary examinations or other means of demonstrating the possession of knowledge -- the individual is projected into professional activity. There are two apparent fallacies underlying such processes. First it is assumed that knowledge can be transmitted directly from the highly sophisticated professional in the field to a novice in a fashion which brings pregnant meanings and an understanding to the recipient. Tragically, this assumption has not appeared warranted as results of the process are evaluated yet the practice is carried over into the recipients behavior in a fashion that dictates his own teaching practice when he enters professional endeavor.

Secondly, it is assumed that apparent control of facts and information (knowledges) as it is demonstrated through the transmittal process in a college or university setting is a guarantee that behaviors will result that are consistant with what is required. There is a great accumulation of evidence suggesting that acquisition of facts and information, particularly through the sterile process of transmission so often characteristic of classroom endeavor, cannot be effectively integrated into behavioral competency in actual situations. Thus, much of what is set up for educational purposes is really artificial and superficial in terms of results accruing.

Typically these assumptions are reflected in patterns of preparation which have become solidified in structure and characteristically similar throughout the nation. There is almost universally a general education or liberal arts component which is considered basic to all preparation and which is justified in terms of a need for an understanding of modern life and the cultural and ideational features which all men must comprehend. Here the tragedy is heightened by virtue of the fact that understandings of the sort projected are imperative and the total resources of the society must be brought to bear on an education which will produce them. It is the process that is faulty, an evidence of unwarranted assumptions at its base.

A second component of a total teacher preparation program is the provision for adequate specialization in a teaching area. Here again the assumptions that knowledge can be transmitted directly from a teacher to a student and that such knowledge can be meaningful in a behavioral context have wrought havoc for teacher preparation. Nor it is any less true that knowledge and understanding in a teaching area is necessary than is the case for an adequate general education. The real crux of contention is that enlightenment cannot be assured through processes dominated by traditional assumptions and the practices which are functions of them.

In a like fashion the third component, professional education, has been misunderstood and awkwardly striven for. Emphasis has been upon distilling the appropriate "knowledge" from the various supporting disciplines -- psychology, philosophy, sociology, history, and anthropology as primary examples -- and the attempt to transmit the essential elements to those preparing for teaching. The contention again is not that these are unproductive areas for learning essential materials in respect to teaching. Rather it is suggested that the processes emanating from commitment to unfounded presuppositions, has rendered the experiences practically useless for developing understandings that are necessary.

There is almost universally included a practice component in teacher education programs, yet these too have resulted in little that is meaningful and applicatory in preparing competent teachers. This is because the practical experience is conceived and organized as an opportunity to put into "practice" what has been learned in the isolated elements comprising the other components. Unfortunately the ineffectiveness of pursuits in these other elements affords little with which one can go confidently to a practical situation and the isolation of the components from each other magnified the innate uselessness of endeavors standing alone. Thus practice teaching has become an artificial accouterment to the teacher preparation program -- an appendage where conformity to currently-operating institutional policies and procedures is the primary mark of success.

Commitment to the fundamental purpose of teacher preparation thus suggests a redefinition and restructuring of modern programs. It requires an acceptance of theoretical formulations consistant with modern knowledge and an inclination to organize experiences in reference to these. It would be well to discuss some appropriate theoretical positions and the implications of these for program designs.

The Process of Education

An initial step in attempting a modern interpretation of educational theory and practice is to develop a concept of the process with which we are involved. Most importantly is the need to understand education as a process and not as an end. Traditionally educational theory has been colored by the concept that education is an end product. That individuals become educated in the sense that they achieve some structured and defined end or acquire some finite quantity of something. Schools and colleges are thus places where this is accomplished -- where the individual is filled with what he is expected to acquire or where he has been directed to the desired end and is "educated." Commencement addresses emphasizing that the graduate is just beginning his true education notwithstanding, actual practice in schools and colleges has been built upon a concern for having the student achieve or acquire knowledge, habits and skills, moral principles or other resources provided through the instructional procedure.

Modern knowledge would suggest that it is the process rather than any preconceived ends that must be emphasized. Educational institutions are designed by a society to offer an enriched environment in which the process of learning can take place. Education itself is a continuous process of interaction in which an individual responds or reacts in various ways to elements involved in the situation. It is an active involvement, rather than a passive transmission and acquisition process. Too, the primary ends and goals of education are of a process nature, rather than discrete entities or things. Education's primary function is to provide for the development of an attitude and an approach with which the individual can continue through life to solve the problems which he faces and apply the results of these solutions to new situations in which he becomes involved.

As a process, education must be accepted as a continuous process of growth rather than a preparation or "getting ready" for something which will eventually take place. This puts emphasis upon the vital character of each experience for what it is and what it can contribute to the development going on at the moment, rather than its implications as a preparatory step to something later. Emphasis upon preparation had led to the common practices aimed at insuring a reservoir of facts and ideas which were instilled as a foundation for future experiences. Such facts and ideas -- "knowledge" they were called -- were for the most part irrelevant and useless items, for they could be fitted into no organized, integrated constructions which were meaningful interpretations of situations with which the learner was intimately involved. There is as a result the tendency to accept the acquisition of subject matter as the primary end of instructional efforts with the view that its accumulation will render the individual competent to apply it to future circumstances.

Little motive for learning can result from such attempts. The future is a nebulous, uncertain concept to learners which provides little impetus for learning that which is being presented. Artificial and external processes of motivation must be used

to insure an acceptance of the endeavor and an application of energies to it. Instructors find it extremely difficult to direct learning activities toward future goals when it is evident that a future can never be preinterpreted in a way which will provide a concrete and explicit basis upon which a specific preparation can be provided.

There is no intention to deprecate the influence of a concept of the future as a guiding force in the educational process. What is being suggested is that preparation for a future cannot be the primary aim of educational endeavor; particularly if the whole emphasis of instruction is upon acquisition of information or habits and skills which will serve as adequate preparation for future circumstances. The primary aim must be to provide experiences which have meaning in and of themselves, meaning which is translatable within the context of life of the present. And a meaning which will afford an individual an opportunity to engage in activities of a continuously significant kind. This is saying that education is a part of lifes' normal sequence of experiences to be construed as a natural, continuous adaptation to the situations in which individuals are involved. Deliberate education -- that is, schools and colleges providing enriched atmosphere for this purpose -- must be as much a part of the normal ordinary life of a learner as any other aspect of his experiences if it is to provide the contributions desired to his total development. In this way the future becomes significant and intelligible for it is a part of a continuous stream of events and a reflection of all that has taken place. There is no preparation for future eventualities except that which is inherent in an adequate interpretation, understanding, and consequent adaptation to the problems and concerns of a present circumstance which go to make up the life experience of an individual.

Accepting education as a continuous process of growth also implies that it is seen as an interaction of a whole individual in a total environment. The above discussion is pointed toward an interpretation of the environment as a total, comprehensive and continuous sequence of activity. Aspects of it cannot be segregated out -- either the time sequences of past, present and future or the cross-sections involving school and other aspects of life. But equally important is the fact that the individual cannot be separated into segments for learning purposes. Education must be considered a process involving the totality of an organism not just a mind, or a set of faculties, or a set of mechanical relationships to be trained and exercised. A teacher is an educational guide to a process in which a total individual is involved, including a physical structure, a function for organizing the structure in all of its internal and external relationships to be sure; but also including an experiential context which contributes backgrounds, attitudes, interests, concerns and many other factors which make up the totality of which the learner is comprised. To put it negatively again, there are no mental faculties, no habit patterns, nor is there an entity describable as a "mind" which can be isolated and "taught to" with any degree of success. Modern interpretations leave little doubt as to the need to accept the total individual as the learning entity in any teaching situation.

This all suggests that it is imperative that education be considered a process. It is essentially a process of interaction between an individual and his environment. This is a process that is naturally taking place in all life experiences the quality of which is dependent upon the individual and the environmental circumstances. In primitive societies little is done to structure deliberately or direct for particular purposes the nature of this process. In modern complex societies however, an attempt is made to provide deliberately designed situations in which particular things can take place directed toward specific goals. This is what we call deliberate education -- a system of schools and colleges for the education of children and youth.

However, these deliberate attempts to provide structured experiences have become misdirected by the application of unsubstantiable theoretical formulations. Education is seen as product, as end rather than a continuous experiential experimental process. It has been an approach as a preparation for something, rather than a part of a continuously expanding sequence. It has been designed for training the mind, a set of faculties, or of a set of ingrained habit patterns, rather than as a continuous interaction of a total individual and a total environment. A modern interpretation can best be supplied in succinct, yet all-embracing terms, by Dewey's classic technical definition of education: "It is that reorganization or reconstruction of experience, which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience."*

Preparation as a Unified, Integrated, and Focused Endeavor

Viewing education as a continuous process of reorganizing experience suggests that reorientation of programs of teacher preparation be undertaken to provide an integration and unification of components in a fashion that insures a meaningful interpretation of the activity and the directing of it toward goals and purposes with which learners are concerned. It is only as the program becomes successful in these respects that it can contribute effectively to the advancement of the students eventual competency.

General education experiences, to contribute in a meaningful way, must consist of more than a series of unrelated and sequestered courses. The

*John Dewey, Democracy and Education, New York: The MacMillan Co., 1926, pp. 89-90.

nature of cultural forces effecting the lives of individuals in complex societies cannot be comprehended except as all of the elements of which they are composed can be interpreted as an organic whole. History, sociology, science, psychology and the many other areas of academic endeavor have manifold contributions to make to an understanding of man's place in the universe and the destiny to which he may aspire. However, it is difficult for these contributions to appear apparent when each discipline is explored as a separate and discrete entity and any reforming of ideas into integral and unified conceptions is left to the meandering chance endeavor of individual students. Though a complete reorganization of all school endeavor is beyond the dreams of even the most enthusiastic reconstructionist, some value can be realized by providing a focus around which the diverse ideas and concepts can be organized into meaningful relationships by the student. In teacher preparation it is possible that the professional role toward which one aspires could function effectively in this respect.

Critics of professional orientation within a general education program would suggest that such approaches destroy the inherent value of the disciplines as "liberalizing" forces in the conceptionalization process. The contention is that general or liberal education differs from vocational or professional to the extent that the focus or direction is absent from the process. It is debatable if this sort of assertion could stand a test of analysis, for it is apparent that learning is possible only as focus and direction function in the process. The more there is unification in terms of focus around which effort can be oriented, and the more there is direction toward which the intellectual inclinations can be channeled, the more productive will the experience become. Howard Munford Jones expresses it most clearly when he writes "Perhaps the most persistant illusion of those concerned for liberal education is that it has nothing to do with vocational or professional training and is contaminated by that training"* and then goes on to say, "Except in the artificial world of the college, the human being does not automatically switch from two years of one sort of training, to two years of a dramatically opposed sort and at the same time bring to bear upon his new training the well-meant, but unfocused, education of the first two years."*

Yet programs of teacher preparation continue to be organized in a fashion suggesting that officials responsible are deluding themselves into the acceptance of a completely unfounded principle by attempting to prepare a well-rounded professionally competent person through a process in which the various components are separate and discrete entities.

A Design for Theory-Practice Integration With a Practical Professional Focus

In the Four University Project in Teacher Education, as the design has been developed for the SUNYAB program, (see Appendix A), efforts have been directed toward a restoration of an essential unity and the introduction of a professional focus at each level of activity. It is intended that students will be oriented in respect to the professional dimension of their academic work upon selection into the program. In addition, integrating elements have been provided for each aspect of the program all of which are focused in Teaching Center Schools.

During the freshmen year, students are programmed into a general curriculum with emphasis on a course sequence which will provide concentration in a specialty. In addition, during the second semester, students are scheduled for one hour per week in an individual study program in a local secondary school.

A similar pattern is followed during the sophomore year, however the professional phase is focused around monthly observations in a local secondary school in the first semester and during the second semester an assignment is provided to work with a classroom teacher in a small-group instruction activity.

In the third year general education portions of the curriculum are reduced and teaching area specialty and professional endeavors increased. At this point intensive focus is provided through a professional sequence structured around the school in its social context. Contact with practical experience is organized through directed activities in community analysis and in observation of local school activities.

In the senior year almost exclusive emphasis is upon professionally oriented activity with the major theme being upon actual teaching. Students are scheduled in student teaching situations with courses in the professional sequence being structured to capitalize upon the experience in these practical settings for means of analyzing the foundational material applicable to better understanding and functioning in actual teaching situations.

It is apparent that such a design provides inherent, integrating features for the many and diverse activities included in a teacher preparation sequence. From the accompanying professional phases at each level the student is involved in situations from which his needs, interests and concerns as a professional worker serve as a basis for learning. Encouragement to explore the foundation principles upon which professional endeavor is

*Howard Munford Jones, Educ. & World Tragedy, Cambridge, Harvard Press, 1946, p. 91.
*Ibid, p. 92.

based, flows from this personal set rather than being induced by artificial means through assignments unrelated to professional endeavor. The importance of subject-matter disciplines is evident as one sees the need for knowledge and understanding of cultural forces and ideas that impinge upon a teaching-learning setting. Thus, general education, specialized field and professional courses have meaning and can contribute to the total development of the individual.

Furthermore, the student has an opportunity to observe and gain an understanding of the behavioral competencies needed to function effectively as a professional worker and it is possible to see the variety of contributions various subject areas can make to the development of the competencies necessary and thus add a new dimension of meaning to the college experiences to which he is subjected.

Through these emphases, Teaching Center Schools become the laboratory settings for experiences around which a program of continuous and directed experience can be structured. Courses in the variety of subject matter areas become meaningful and function as true educational experiences as the ideas and concepts have application to the problems and issues students encounter within the crucible of activity that the school laboratory provides. Students can observe actual behaviors within the school context, analyze the components undergirding such behaviors, and can find in the supporting disciplines of a typical college program the facts and information necessary to understand the teachers' role in modern society and learn to function as an enlightened leader for the schools of the future.

Independent Study as a Focus in Professional Preparation

The most intensive field experience involving theory-practice integration is a program of independent study in the foundations which is associated with the professional sequence. At the various levels -- freshman through fifth year -- attempts are made to focus upon problems inherent in actual school and community situations and, through an analysis and study of these, structure a learning experience that has a reality orientation and a meaningfulness which makes it productive and effective.

By orienting learning activity in actual functioning situations, real independent study is fostered. Students are expected to be sensitive to problems and issues within the interacting situations and are guided into the organization of these as study foci. Programs of research and analysis are structured with efforts made to indicate relationships to other study areas where these are involved.

Individual study efforts are expanded in dimension through discussion seminars -- again these are structured as group-sharing experiences and not as dominated and forced activity directed by preconceived notions of university instructors. Seminar discussions not only provide the opportunity to share results of individual research, but there is a broadening and deepening of the effort as a consequence. Problems suggest other problems, patterns of research suggest other patterns, individual analyses suggest other approaches, outcomes suggest other possibilities and perhaps even other problems and avenues of research. Study is expanded to encompass realms of endeavor never anticipated and all of it seems to have an immediacy, an urgency and a personal involvement seldom encountered in professional activity.

Additional breadth is added by encouraging the participation of teaching center personnel in all aspects of the independent study activity. Classroom teachers with whom student teachers are associated are expected to participate in seminar activities. In these contexts, the teachers add an extremely important dimension to all study of school problems. In addition, school administrative officials are included when their participation would be constructive. All other resources of the local school are brought to bear upon the learning situation as these are considered a value. These include representatives of such endeavors as guidance programs, psychological services, health resources, instructional material services and many others. In addition to this sort of participation being a different dimension to the learning opportunities, there is an "inservice" reflection to it as the resource people themselves are affected by the interaction.

University specialists have also been encouraged to become involved in these relationships. Professors from various specialities -- particularly those who are teaching in programs in which prospective teachers are enrolled -- are included in seminar discussions when their contribution is considered necessary. In fact, they are encouraged to participate at all times and many have done so.

An intriguing aspect of the independent study effort has been that much of the work has been moved to the teaching center school. Instead of students being exposed to two different kinds of experiences in two separate and isolated settings -- theory-focused courses on campus and practice-focused work in the teaching center -- attempts to combine the two in an integral relationship have extended to the actual physical settings for the work. University instructors go to the teaching centers to conduct independent study seminars when this setting would be most fruitful for the exploration of issues involved. The converse is true, again depending upon the nature of the job to be done and the expectations desired from the activity.

Summary

Focusing teacher preparation activities in

teaching center schools is an "ultimate" in building an effective partnership in teacher education. It is an especially effective arrangement when the program of experiences is designed in terms of appropriate goals and purposes and when the processes are developed in terms of modern theoretical formulations.

Little doubt is possible that such cooperative endeavors broadens and intensifies the meaning of experiences in which students become engaged. Instead of artificial and outside-directed activities, the program involves elements which flow out of experiences that are individually conceived, organized and directed by the role expectations which they themselves set up.

The facts and information accumulated through goal-directed experiences of these sorts obtains a structure which characterizes real knowledge. It has a meaning resulting from the integration of the elements (facts and ideas) and becomes functional within the individual's experience. Coming as it does, through problem-oriented learning experiences, the knowledge that results is a true "reorganization of experience" and has an inherent structure which makes it a functional accouterment in individual development.

Finally, it is independent study, individual analysis, personally directed problem-solving efforts that serve the professional most adequately in his actual role in life. Guided experiences under expert tutelage is the best possible preparation for successful accomplishment in educational endeavor as one establishes his functional role in teaching. Thus, focusing on problems of actual teaching and building a program which envelops all of the resources of a university, of school situations and of community endeavors is the logical approach to preparation.

PART II

Topics for Discussion: Summary

QUESTION: What should be learned in the Senior Program in Education? As we are presently structured, what specifically should be learned:

(a) at the university?
(b) in student teaching?

Introduction: We endorse the objectives as stated in the Senior Unit; it is to be hoped that each is covered thoroughly at either the college level or in the student teaching situation or as a function of both. Generally, knowledges and understandings should be taught at the university level, but skill in the practical application of these is primarily the role of the student teaching situation. May we strongly advise that to achieve the objectives as stated, student teachers should be provided with meaningful experiences in all of the teaching centers during their junior year. With such exposure in the junior year, we believe that the objectives of the senior year would be better realized.

1. What Should Be Learned at the University?

   a. Methodology: General methods should be presented before the senior year. Specific methods should be taught, by an instructor who is presently engaged in secondary school teaching or has had very recent experience in that area, in the junior year as well.

   b. Planning: Emphasis should be placed early in the senior program on the unit and daily lesson plan. There is certainly no substitute for adequate planning: knowing what one is going to do in a given situation at a given time.

   c. Background in Psychology: Student teachers should have a strong background in the psychology of learning as well as in adolescent and developmental psychology. It certainly is the role of the university to provide a concentrated background in this area.

   d. Attitudes: The initial responsibility for the development of appropriate attitudes lies with the university. The student teacher should know what constitutes proper teacher behavior -- ranging from dress and physical appearance to effective classroom communication.

      Of real importance is the need for each student to be made aware that his student teaching assignment is just as, if not more, important than other areas of his overall program.

e. English Usage and Communication Skills: Regardless of the area in which he will be teaching, the student teacher should be given a review course in basic English usage which will enable him to communicate effectively.

f. Audio-Visual Aids: The student teacher should be introduced to the various aids which make high school teaching effective. A strong background, not only in the variety of A-V media, but in the successful use of such media, is essential. It is, moreover, especially important that student teachers in a foreign language be thoroughly competent in the language laboratory and its use.

g. Tests and Measurements: Competency in the construction and evaluation of tests for the secondary school classroom should be developed.

h. Extra-class Responsibilities: The secondary school teacher's responsibilities are not confined to the classroom alone. The student teacher should be made aware of the importance of keeping accurate records, attending conferences, participating in co-curricular activities and maintaining an active interest in the school community.

2. What Should Be Learned in Student Teaching?

a. Methodology: The student teacher should have extensive opportunity to observe, select and apply the methods of teaching which are most appropriate for his particular teaching situation; part of this process is, of course, the observation of the A.T.E. as a means to enrich the student teacher's own competency in this area.

b. Planning and Organization of Materials: The student teacher should profit from that help in planning and organization of materials which the A.T.E. is able to provide him. Students' schedules should permit them to spend enough time, when the A.T.E. is free, to practice and improve in these areas.

c. Group Identification: The student teacher should be made aware of the importance of identifying ability-levels of the classes he is teaching. Appropriate presentation of subject matter should follow this process of identification. He should, moreover, avail himself of the services of the pupil personnel services.

d. Discipline: The student teacher should learn how to command and demand the respect of secondary school students. He should be able to deal with most specific disciplinary problems that may arise in the course of his student teaching experience. The primary object of the A.T.E's observation is to help the student teacher conduct the class independently.

e. Motivation: The student teacher should be aware of the importance of generating enthusiasm in the learning process among his students. The example for such student enthusiasms, of course, has to be set by the teacher himself. As a further measure of promoting enthusiasm among students, the student teacher must recognize the importance of varying his teaching techniques.

f. Student Evaluation: The student teacher should learn to apply the principles of effective measurements, learned at the university, to his own teaching situation.

g. Self Evaluation: The student teacher should learn how to evaluate the effectiveness of his own teaching. He must be willing to accept and to invite constructive criticism.

h. Secretarial Responsibilities: The student teacher should be made aware that his responsibilities are not performed in the classroom alone; he should recognize that he will not only be expected but required to spend much of his time on seemingly trivial tasks which are basically clerical in nature.

QUESTION: Can the University Professor and the A.T.E. form an effective team for the integration of pre-service professional study? If so, what form should efforts in this direction take?

We recommend that the Associates in Teacher Education and the University personnel take a team-teaching approach to the preparation of teachers. This would involve some very specific activities:

1. Retain the senior year "Methods" course with its emphasis on theory and generalized teaching of method, but in addition, introduce the student, in his junior year, to the teaching center with which he will be associated in his senior year. Specifically, require him to work with one student. Example: Follow through a day's activities, etc.

2. Teach the senior unit in the various teaching centers on a rotation basis. Involve the classroom teachers by:

   a) having the entire methods class observe him (live or via video tape).

   b) having the methods students teach the actual high school class in the presence of the methods class.

   c) having A.T.E. serve as panel members with University personnel on particular topics.

   d) using the A.T.E. as consultant on specific practices, even to the extent of teaching some lessons in the methods course if the need arises, and his talents allow.

3. Engage in joint evaluation of the student teacher through conferences between the University teacher and the A.T.E. Though this suggests that the University teacher would indeed observe the student teacher, the A.T.E. would be responsible for "grading" or "evaluating" the student teacher's actual performance in the classroom; the University professor would provide clarifying insight into the student's academic background, etc.

4. Involve the A.T.E. in the independent study program.

5. By June, 1965, University School of Education Project I Professors submit to A.T.E.'s "Position Papers" on these questions which we have been discussing.

6. University School of Education Project I Professors meet with A.T.E.'s in each school by June, this year; to discuss implementation of the first four suggestions next fall. This series of meetings in individual schools should, we feel, be preceded by a joint meeting of all participating schools with University personnel.

7. We should continue this very productive and cooperative communication which has begun between A.T. E.'s and University personnel.

QUESTION: Is there a role for the A.T.E. in the screening of students for the School of Education? If so, what criteria for selection seem appropriate?

Representatives of Bennett, Maryvale, and Williamsville Schools met for the purpose of solidifying and coordinating the ideas relative to the positions held by each school's Associates in Teacher Education.

1. The one area agreed on by all related to the assignment of students to the teaching centers. In as much as an arbitrary assignment may result in personality differences between A.T.E. and assignee, and since these differences may be detrimental to the program, it was proposed that the A.T.E. be allowed to meet with the prospective student teacher prior to formal assignment.

2. A majority felt that the University should continue to recruit the most able student but apply whatever tests of sociability, adaptability, professional attitude, etc. are available so that intellectual ability alone is not the criterion for selection.

3. While all group members could enumerate those qualities or products they thought were measurements of a good teacher, we bogged down as a group because the adjective good was indefinable. The qualities of responsibility, sense of humor, propriety, ability to project, for example, mean many things to many people and good is, therefore, a nebulous quality.

4. There is also the danger, some thought, of prejudging a candidate who, while possessing undesirable teaching attributes, might, after exposure to teaching and teachers, be influenced and affected in such a way as to eliminate or reduce those factors judged poor. Should we not, therefore, be most cautious in evaluating a candidate as poor teacher material -- except in extreme cases where the inadequacies deviate too far from what might be termed normal or acceptable?
(A minor opinion took issue with the above statement and felt it defeatist. This might be explained as follows: there must be some work done in the area of measurement of character. If, on the basis of present knowledge, certain limitations exist in testing and measurement, this should not be a reason for stopping the search.)

5. While no member of this group advocated A.T.E. involvement in the selection of candidates, per se, there was general agreement that the screening of students for the teacher-training program be in three stages:

    a) Upon admittance to the program at the University

    b) During program but before assignment to teaching center

    c) During teaching assignment.

6. University personnel were judged best qualified, and perhaps more objective, to select those appropriate data measuring devices to discover a candidate's

   a) sincere desire to teach
   b) liking for children
   c) special interests and talents
   d) sense of responsibility
   e) personality
   f) good mental health
   g) adequate knowledge of subject matter
   h) ability to communicate knowledge.

   It should be pointed out that a University staff member made the following information available:

   The evaluation of present applicants is done, to some extent, in the areas of "subject matter knowledge" and "level of intelligence." Two other areas have measurement limitations but can be used if warranted -- they are "sociability" and "liking for kids."

   It would appear then, that the basic problem confronting anyone attempting a solution to the question posed here is -- "What qualities constitute a good teacher"?

7. It was generally conceded that more questions then answers resulted from the committee report but it is this chain of reasoning which can shape and sharpen our perspective; the interest is genuine, the solution, temporarily, escaped.

Appendix A

A Design for Preparing Teachers

Though a great deal of lip service has been given to the need for cooperative effort in programs for preparing teachers, little has been done to design patterns of preparation in which the total resources of an institution and its surrounding community have been channeled into a comprehensive and integrated effort. Such a program should harness effectively talents of every variety and magnitude and should be the focal point of the efforts of all who are interested in and concerned with the quality of teaching needed in modern schools.

Many elements are essential in a design for teacher education which expresses a total commitment to the program. There must be means of capitalizing upon the variety of resources within the institution itself. There must be ways of making effective use of community resources particularly those which can contribute to the knowledge and understanding of cultural forces so much needed in working in schools. And perhaps most importantly, there must be provisions for directing the talents and abilities of individuals within the profession itself into the arena of preparation through which the novice is going.

Sporadic and isolated attempts have been made to develop patterns of preparation based upon the incorporation of some of these elements. However, there is little evidence to support any contention that wide-scale efforts are in process, though some endeavors of promise are being initiated. One of these is an experimental program for the preparation of secondary school teachers being conducted as a joint project by Cornell, Rochester, Syracuse and the State University of New York at Buffalo. Several aspects of the design of the program being incorporated into the project by SUNYAB reflect a somewhat basic reapproachment in terms of cooperative activity and should point the way toward some exciting new developments in the immediate future.

Background of Teacher Education at SUNYAB

Since its inception in 1932 as a division through which all efforts in the preparation of school service personnel have been concentrated, The School of Education at SUNYAB has focused upon an integrative approach to program design. Rather than requiring a series of discrete courses as is common in such programs, an attempt was made to build a curriculum based upon the integration of the various theoretical aspects into unified elements. Thus, students were directed into the study of theory relating to educational endeavor through an analysis of education as an organic unity, the result of which was a "program of preparation" rather than a series of discrete and unrelated course-work experiences to be completed in order to qualify for a professional lincense. The program was called the Professional Unit in Education, organized so as to bring to the student the essential knowledge which every teacher must have about modern society, the teaching-learning process, the growth and development of individuals, and the organization of instructional activities.

Furthermore, the Professional Unit in Education was scheduled concurrently with student teaching experiences and efforts were made to incorporate into each of these two aspects of work the essential elements flowing out of the other. In other words, the theoretical emphases were studied through the focus of problems emanating from actual practical situations and the practical experience provided the laboratory setting in which theories could be applied and tested. Block scheduling in both sorts of endeavor made possible the integration of elements and the concurrent scheduling of them.

Many years of experience with the program has produced refinements and has provided a background of operation upon which new approaches were constantly being built. Such a pattern, with its inherently interacting elements tended to stimulate unique and professionally challenging ideas. Team-teaching; instructional patterns with large-group, small-group, and independent study components; the wide use of instructional aids and many other currently emphasized innovations have long been an integral part of the program and were constantly analyzed and improved.

The Four-University Project in Teacher Education

Thus it was into a setting characterized by a spirit of inquiry and experimentation that a new dimension of cooperative endeavor was introduced with the development of the Four-University Project. For the first time in the history of the institutions involved a plan was conceived which invisaged the harnessing of the potential of a group of institutions to focus upon problems of teacher preparation. In this manner it was anticipated that the strengths inherent in the variety of individual campus resources could be brought to bear in an intensive and extensive attack upon professional preparation in the area of school service personnel. A sizeable grant of funds was made by the Ford Foundation to support the initial phase of what

was hoped would be a continuing enterprise.

Of value in this context are the major purposes of the project, for these reflect the kinds of concerns being expressed for greater cooperative involvement in the processes of professional preparation.

a) Cooperation Among the Participating Institutions.

Fundamental among the intentions of the Four-University Project was that of encouraging and facilitating interaction among the participating institutions. As was indicated previously, this added a new dimension to the variety of cooperative relationships deemed necessary for the development of effective teacher education programs. In line with this purpose, all activities of the individual campus programs are cleared through effectively functioning channels of communication. The resulting enrichment to each program, though difficult to measure with exactness, is nevertheless apparent from even informal analyses of the programs. Project administration is also carried out through a pattern of cooperative relationships and reflects an active participation by administrative officials and faculty members of each campus.

Committee groups consisting of representatives from each campus direct the course of each phase of project activity. Through these there is constant interaction of faculty members from participating schools and an interchange of ideas which has given vigor and vitality to endeavors.

Teachers and administrators of participating public schools have also been involved in "total-project" activity. Again a new dimension has been the result for this provides a forum for interchange which includes a range of participants seldomly available -- at least in terms of directed activity within a project enveloping this variety of institutions. Here again, there has been induced an invigorating climate for the total responsibility for preparing teachers has been shared by representatives from all of the elements having a stake in the process.

b) Cooperation Within the University

Although determined efforts to encourage wide university involvement in Teacher Education have characterized the approach in SUNYAB throughout its history, the Four-University Project stimulated greater emphasis in this regard. A major commitment of the project was to "select a group of . . . . students . . . . who are characterized by strength of subject matter background, high scholastic ability, and desire to teach in senior high schools" and to find ways of ". . . . developing an improved sequence in professional education studies, coordinating work in education with subject matter and allied disciplines . . . ." That such could not be done without complete involvement of other campus' personnel was immediately evident so the use of established procedures and the establishment of new ones for this purpose was given high priority.

A functioning Teacher Education Coordinating Committee comprised of representatives of the various campus elements involved in Teacher Education was used as a steering committee for project activity. This signaled the importance of university-wide participation and set the pattern of operation in project matters. It also afforded a high-level administrative sanction to project endeavors and channeled to the various university divisions, information and concern for improved effort in teacher preparation.

Members of representative disciplines had typically been involved in methods and materials of instruction phases of the regular teacher preparation sequence. These instructors were encouraged to engage in project deliberations and were drawn into activity at every point. As project efforts have unfolded, these have been some of the most active and contributive members of those involved.

Perhaps the most constructive aspect of Four-University Project activity as it has evolved at SUNYAB has been the effective integration of new design into the on-going teacher education program and the use of regular staff in various aspects of experimental endeavor. This has contributed to an interaction of program elements in a fashion that insures the incorporation of tested innovations into the general program of teacher preparation. It also has provided a constructive basis for "springing off" into unique efforts, since many aspects of present program activities offer the support with which to do so. As was indicated earlier, the teacher education program has been typified by a spirit of innovation and the design is of unique character giving an impetus to experimentation not common in educational circles today.

c) Cooperation With Public Schools

The laboratory for application of theoretical concepts supplied by the actual classroom situation is an extremely important element in a total program of teacher preparation. In fact, in a program designed for deliberate integration of theoretical and practical aspects, the student teaching center is a primary resource. Thus, a close cooperative relationship is imperative between university activity and the laboratory setting in the public schools.

The necessity for close cooperation was understood as the Teacher Education Project was planned and efforts were made to insure a working relationship that would afford constructive efforts on the part of all concerned. Administrative officials and faculty of chosen center schools were included in all planning efforts and were expected to continue involvement throughout project activity. Center schools were considered extensions of the university for these laboratory purposes and

teachers were included as active members of the university faculty in the teacher education program.

It was anticipated that the idea of close relationship would mean more than an arrangement for student teaching experience in a public school setting, and it has worked out as expected. Teachers and administrative officials are included in all phases of project development becoming involved in many activities typically considered of concern only to campus personnel. Likewise, many activities reserved solely for campus treatment in common teacher education program arrangments have been moved to the actual teaching laboratory of a public school situation. Some of these endeavors have become so fruitful and their implications so significant that the second part of this analysis will be devoted to their description.

The Basic Design at SUNYAB

The basic purpose of the Four-University Project in Teacher Education is the "study and analysis of the five-year collegiate education of secondary school teachers in the effort to develop a total program giving greater direction and coherence to the studies pursued by those entering teaching and resulting in greater maturity in thinking and working with ideas." In fulfilling its commitment to this purpose the project staff has developed its plan to encompass the full five-year sequence. The major emphasis in each phase is to bring meaning to the experiences engaged in by focusing upon inherent implications and applications for the teaching process. The entire scope of general, general professional, and special professional education is structured so as to give emphasis to the integrating focus of actual teaching endeavor.

Generally, the pattern which has evolved includes typical five-year increments each having a focus around some sort of professional activity or responsibility. As freshmen, students who are selected for the program are advised to enroll in a course program structured to encompass their major field of study and some emphasis upon psychology, philosophy, sociology and anthropology for the cultural breadth to support professional work.

As a part of the second semester program, each student participates one hour per week in an individual study program in a local secondary school. The collegiate students work with a high school staff member who is conducting an individual study program for high school pupils. The collegiate student assigned to a high school pupil in order to observe this high school pupil in an individual study situation, to help this high school pupil to facilitate his individual study, and to meet with his assigned high school preceptor approximately once every third week to make a report and receive guidance related to this individual study program. For this, no college credit is given.

The obvious hope of this professional activity revolves about three ideas: (a) that as a result of these environment experiences the collegiate student will develop a set of needs, interests, wants, and desires which will encourage him to explore the foundation areas of professional education as well as to recognize the importance of his specific subject matter discipline as this discipline relates to the education of a high school pupil; (b) that the collegiate student will observe, understand, and develop behavioral patterns which emphasize the numerous professional decisions made by a teacher as he guides the learning of an individual pupil; (c) that not only will the collegiate student seek help from his preceptor in the local high school in regard to professional education, but will seek help from his subject matter field instructors in regard to the reorganization of that subject matter field as it might influence the learning of a high school pupil.

Sophomore programs are organized with a general emphasis similar to those of the first year. Continued focus in the major area of study is recommended and broad general backgrounds encouraged. Students are also advised to continue with some emphasis in psychology, sociology, philosophy and anthropology; as basic to later professional work in which they will be engaged.

In the professional phase, during the second year the collegiate student in his first semester is invited to visit one secondary school per month in order that he might become acquainted with the total operation of a secondary school. Secondary schools are chosen which will help the student observe the large metropolitan school, the small rural school, as well as the various phases of secondary school operation including guidance and counseling, administration, curriculum planning and development, extra-curricular activities, and the like. No college credit is assigned to this experience.

In the second semester the collegiate student is assigned to a teacher in a local secondary school where an instructional program exists which encompasses small group instruction. Here the student will observe the small group discussion in operation. During some phase of this operation the high school teacher (preceptor) will encourage him to be a discussion leader for a group of secondary school pupils. Obviously, the collegiate student will again be working within his subject matter field at the local high school. The collegiate student will observe and participate in this activity approximately twice a week and will meet with his preceptor at least once every two weeks. (Two credits.)

In keeping with the gradual introduction of the collegiate student to teaching, experience with small groups seems to be the logical next step. In this type of situation the collegiate student will have the opportunity to observe high school pupils as they try to discuss and understand something of their subject matter field. At the same time the collegiate student should gain insights into the intellectual characteristics of this age group and gain some

behavioral competence necessary for directing a teacher-led small group discussion.

At the third-year level students are expected to emphasize the major field of study in an attempt to round out the subject matter speciality. It is hoped that major professors responsible for the courses in which prospective teachers enroll will emphasize those teaching methodologies which will serve as excellent examples of teaching procedures. It is also desired that a variety of classroom techniques will be demonstrated and that the vast resources for enriching teaching in any area will be used.

Professional emphasis is structured in a six-credit sequence organized around the theme of American Schools in Their Social Setting. Community participation in local agencies, visits to board of education meetings, P.T.A. activities and other school and community endeavors are used as focus for the theoretical exploration of this area.

Between the junior and senior year each student is employed for the entire summer in work or travel related to the major subject matter field. This summer program is an attempt to help the student bridge the gap between teaching about a specific area and working in some actual phase of this same area. For example, a prospective biology teacher could be assigned work experience at Roswell Cancer Institute; a social studies teacher could be assigned work experience as an assistant to a town supervisor; and a teacher of a modern foreign language would spend the summer in the foreign country where his specific language is the native tongue.

In the fourth year specific emphasis is continued in the student's major field of study in the College of Arts and Science. Again, it is hoped that the major subject matter field professors responsible for the education of these students in the experimental program will emphasize those teaching methodologies which will serve as excellent examples for the prospective teachers. To that end, it is desired that these professors use classroom techniques, individual and small group procedures, and instructional materials which include such concepts as team teaching, small group discussion, programmed learning, closed and open circuit television, and the like. Also, at this point, block programs of studies are introduced.

In the professional phase at this stage, the collegiate student will begin his student teaching activities in a designated Teaching Center. During the first semester each student is expected to participate in student-intern teaching each afternoon during the week. Mornings are used for university study. During the second semester the student is assigned to a Teaching Center for an all-day-block schedule of eight weeks.

During the first semester students participate in an integrated theory element -- the Professional Unit in Education -- in which the problems of teaching are explored in terms of the theoretical foundations basic to educational practice. In the second semester this study is continued in an independent study relationships with attempts to involve teaching center personnel in the group exploration of problems which students have selected for independent analysis and research.

The fifth year program is a combination work-study experience which is essentially a logical extension of previous work. Students are assigned as half-time teachers in selected public schools as regular teacher-interns. Each intern is closely supervised by local school personnel and by university supervisors. For the study aspects students are enrolled in seminars which deal with their professional problems as these are reflected in actual teaching experience. These seminars are conducted by teams of subject-matter, educational foundations, and professional education specialists. As in other aspects of the project operation, the resources of the cooperating school are brought to bear on the seminar experience, by involving the local school supervisors and teachers in analysis of problems encountered.

Some Apparent Outcomes

Though the Four-University Project has actually just gotten started some extremely important accomplishments are evident. In fact, the pattern of organization at SUNYAB has insured that workable innovations can be almost immediately applied to programs of preparation for all students. As was indicated this is one of the major purposes of the project as it was instigated and was a governing principle in the establishment of procedures at this school. Many of the project resources are being extended to benefit all students and are worthy of comment in this regard.

A) Instructional Materials Center

An extensive effort has been made under project auspices to expand the resources of an Instructional Materials Center for professional students. Materials and resources for use in instructional endeavors in all fields and for all levels of educational effort have been made available to project participants and staff. These are also for the use of regular teacher education students and great demands are being made upon the center by students, local school teachers and by university personnel.

B) Closed-Circuit T.V.

In an attempt to develop an appropriate approach to the use of television as an instructional resource, a closed-circuit installation was provided by the project. Not only has this been used for project purposes, but it has also been used for transmission to students on the junior and senior levels in the regular teacher education program. In programs planned for television transmittal, efforts have been

made to demonstrate its use as an effective educational tool. Lectures and demonstrations are discouraged in favor of activities in which large groups of students can actually become involved. Some of these warrant extended exposition and will be reported upon at length by project officials.

C) Workshops in Individualized Instruction and Small Group Procedures

In an effort to contribute to the general educational advancement in the local area, workshops for teachers in individualized instruction and small group procedures were sponsored by the project. Recognizing that if fruitful experiences were to be provided for project students in settings where good instruction was taking place, the project would need to foster thinking and actual organization of good programs these were set up and made available to any teachers interested. Large groups of practicing teachers availed themselves of these opportunities and as a result project students have settings in which to work and also many regular student teachers are in situations where effectively organized programs in these areas are operating.

D) Teaching Centers for Student Teachers

Though a major emphasis in project operation was directed toward the establishment of teaching centers for student teaching purposes, the idea has not been confined to project activity alone. As a result of the stimulation from project efforts, three teaching centers have been established for students in the regular teacher education program. The value of the extremely close relationship between university personnel and school officials that can emanate from such an arrangement is unestimateable. Resident supervisors from the university have been accepted in each of the center schools and the interaction provided through these improved channels of communication has improved immeasureably the practical experience of student teachers.

E) Independent Study

The tremendous success of independent study efforts particularly as these are focused upon real problems encountered in actual teaching situations, has initiated some staff efforts to assess the possibility for adaptation to regular teacher education program endeavors. It is anticipated that an experimental effort can be made in the coming year using the results of project experience so far and perhaps adapt the independent study concept to regular program operation.

Summary

Effective programs in the preparation of teachers must be organized in a fashion that makes possible the harnessing of all available resources in a university and the community of which it is a part. The Four-University Project in Teacher Education has provided a means of focusing efforts of all magnitudes and varieties for the improvement of the program at SUNYAB.

Through the stimulation enamating from project activities subject matter specialists have become more directly involved in teacher education activities at the university. Representatives of the foundations disciplines have been encompassed in efforts to define more adequately the essential theoretical formulations from their areas. School personnel from cooperating centers have become integral contributors to a total teacher education process, rather than distant associates whose major responsibility is to pass on success in student teaching.

Futhermore, a working relationship has been established between a group of multipurpose institutions of major university status. This working relationship envelops not only high university administrators, but professional education specialists of every persuasion as well as representatives of the whole spectrum of disciplines which make up the liberal arts area of instructional endeavor. The eventual outcomes of such concentration of talent can only portend an exciting breakthrough in teacher education in the future.

--Charles R. Fall

Appendix B

Conference Participants

Bennett High School

Mr. Ralph Forgione
Mrs. Helen Gabriel
Miss Marie Gerace
Miss Irma Hayes
Dr. Enrique Miyares
Mrs. Elizabeth Neuschel

Maryvale High School

Mrs. Margaret Haney
Mr. Donald Hall
Mr. Vincent Iwanski
Miss Helen Kennedy
Miss Elizabeth O'Neil
Mr. Robert Sauter
Mr. Edward Szemeraj
Mr. John Tammaro
Mr. John Wilson

Williamsville Junior High School

Mr. John Ferris
Mrs. Carol Hanssel
Mrs. Marion Jacobs
Mr. Thomas Kowal
Mr. Donald Miller
Mrs. Dorothy Rizzo
Mr. Robert Rust
Miss Cecila Spano

State University of New York at Buffalo

Dr. H. Warren Button, Associate Professor, School of Education
Dr. Charles R. Fall, Professor, School of Education
Dr. Robert S. Harnack, Professor, School of Education
Mr. Charles K. Wright, Instructor, School of Education